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activities of a personal or a social character. Under the conditions imposed by this system there can be but slight mind-to-mind challenge of opinion and but slight exchange of sentiment. Occasion is given for almost no social situations permitting enlarging experiences and stimulating ideals. A preponderance of emphasis upon the formal question-and-answer process of instruction is antisocial, and tends rather toward social isolation in the English class than toward socialization.

But the author does not completely forget the pupil. He has something to say about the limited experience of our pupils. "In all of our teaching," he says, "we are too prone to forget that the experience of our pupils is severely limited." A better example and a more common example could not be found of the compromising attitude of teachers toward child-life. The fact of the matter is that the experience of our pupils is infinitely complex and potentially, and practically even, is without limits. The only conceivable limitations to the experience side of normal child-life are set in the pretentious requirements of pedagogues who are befogged in the haze of a dualism that has arisen in their own minds around the child and the school. In another instance the author brusquely comments upon the "indifferent and frowsy habits" of pupils; in another he has something to say of the boys and girls who "have learned the gentle art of slipping over difficulties"; again, he speaks of their "unusual skill in cutting the first *o* out of thorough and getting through." These are perfectly charming characterizations suggesting real qualities, too; but these qualities are truly the least part of high-school boys and girls. Is it too severely critical to say that Mr. Thomas' book is so overloaded with ideas of form and content as to suggest but little abiding interest in boys and girls—in just plain, ordinary, growing young humans? It is not impossible for teachers to be led to such an obsession by matters of routine as to become unmindful of the growing young people for whom both teachers and schools exist.

C. C. C.

BOOK NOTICES

[Mention under this head does not preclude review elsewhere.]

Religious Education and American Democracy. By WALTER SCOTT ATHEARN.
Boston: Pilgrim Press (14 Beacon St.), 1917. Pp. 394. \$1.50.

A plan for a nation-wide organization of religious education through a system of church schools. The author has put his plan into practical operation at Malden, Mass.

The Jesus of History. By T. R. GLOVER. New York: Association Press (124 E. 28th St.), 1917. Pp. 225. \$1.00.

A thoroughly modern and most careful interpretation of the most significant figure in history.

Social Problems: A Study of Present-Day Social Conditions. By EZRA THAYER TOWNE. New York: Macmillan, 1917. Pp. 406. \$1.00.

A well-organized treatment of applied sociology with apparatus for further study.

The Community Theatre. By LOUISE BURLEIGH. With illustrations. Boston: Little, Brown & Co., 1917. Pp. 188. \$1.50 net.

The author aims to show how the emotional needs of an ordinary community are being supplied by the new democratic theater movement exemplified by the Portmanteau Theatre and others.

The Rebuilding of Europe. By DAVID JAYNE HILL. New York: Century Co., 1917. Pp. 289. \$1.50.

The fundamental issues of the great war, namely, the alleged rights of arbitrary force as opposed to social justice and the freedom of smaller states. An important discussion.

Shakespeare and the Founders of Liberty in America. By CHARLES MILLS GAYLEY. New York: Macmillan, 1917. Pp. 270.

The purpose of the writer is to show how the ideas which we now cherish in America have come down to us from Shakespeare and his contemporaries.

The War and the Bagdad Railway. By MORRIS JASTROW, JR. Philadelphia: Lippincott, 1917.

The story of Asia Minor and its relation to the present conflict, by a recognized authority.

On Contemporary Literature. By STUART P. SHERMAN. New York: Henry Holt & Co., 1917. Pp. 312.

Eleven critical essays reprinted from the *Nation*. On no account to be passed by.

Modern American Speeches. Edited with Notes and Introduction by LESTER W. BOARDMAN. New York: Longmans, Green, & Co., 1913. Pp. 102.

Contains "True Americanism," by Carl Schurz, "The New South," by Henry Grady, "America's Love of Peace," by John Hay, and "The Pan-American Spirit," by Elihu Root.

The Public-School System in Relation to the Coming Conflict for National Supremacy. By V. SEYMOUR BRYANT. Preface by LORD RALEIGH. New York: Longmans, Green, & Co., 1917. Pp. 78. \$0.50.

Democracy Today. Edited by CHRISTIAN GAUSS. Chicago: Scott, Foresman & Co., 1917. Pp. 296. \$0.40.

Public addresses embodying American ideals. The speeches of President Wilson occupy nearly half of the space. Excellent.

Bugle Calls of Liberty. By GERTRUDE VAN DUYN SOUTHWORTH and PAUL MAYO PAINE. Syracuse, N.Y.: Iroquois Publishing Co., 1917. Pp. 179.

A patriotic reader, including brief introductions and pictures of famous men and places.

American Patriotic Prose. By AUGUSTUS WHITE LONG. New York: D. C. Heath & Co., 1917. Pp. 389. \$1.00.

An attempt to gather a body of selections to interpret the spirit of America from the time of John Smith to the present.

The Little Book of the Flag. By EVA MARCH TAPPAN. Boston: Houghton Mifflin Co., 1917.

A series of short chapters describing the various flags that have been used in America. Frontispiece in colors.

American Patriotic Prose and Verse. Selected and edited by RUTH DAVIS STEVENS and DAVID HARRISON STEVENS. Chicago: A. C. McClurg & Co., 1917. Pp. 169. \$1.25.

Short selections adapted to oral delivery.

The Young American—A Civic Reader. By HARRY PRATT JUDSON. New York: Charles E. Merrill Co., 1913. Pp. 259.

English Essays. Edited with Introduction and Notes by DAVID T. POTTINGER. New York: Macmillan, 1917. Pp. 321. \$0.25.

A Book of Yale Review Verse. With a Foreword by the editors. New Haven: Yale University Press, 1917. Pp. 61. \$0.75.

How to Study. By GEORGE FILLMORE SWAIN. New York: McGraw-Hill Book Co., 1917. Paper. Pp. 65.

Anthology of Magazine Verse for 1917 and Yearbook of American Poetry. Edited by WILLIAM STANLEY BRAITHWAITE. Boston: Small, Maynard & Co., 1917. Pp. 412.

Mr. Braithwaite would encourage the writing of poetry, not kill it by unsympathetic criticism.

A Country Child. By GRANT SHOWERMAN. New York: Century Co., 1917. Pp. 369.

A graphic and moving autobiography by a well-known writer. Compare Kenneth Grahame's *The Golden Age*.

Sam Houston. By GEORGE S. BRYAN. New York: Macmillan, 1917. Pp. 183. \$0.50.

In the excellent series of biographies for children called *True Stories of Great Americans*.

Old English Scholarship in England from 1566-1800. By ELEANOR N. ADAMS. New Haven: Yale University Press, 1917. Pp. 209. \$2.00.

In "Yale Studies" in English series.

St. Nicholas: His Legend and His Rôle in the Christmas Celebration and Other Popular Customs. By GEORGE H. MCKNIGHT. New York: Putnam's Sons, 1917.

Fully illustrated with plates made from old Italian paintings.

One Thousand Literary Questions and Answers. By MARY ELEANOR KRAMER. New York: Sully & Kleinteich. Pp. 285. \$1.00.

Reprinted from *Educational Foundations*.

- Walden.* By HENRY D. THOREAU. Edited for school use by JAMES CLOYD BOWMAN. Chicago: Scott, Foresman & Co., 1917. Pp. 341.
- An Introduction to English Literature.* By HENRY S. PANCOAST. New York: Henry Holt & Co., 1917. Pp. 725. \$1.35.
Fourth edition, enlarged.
- Wander-Ships—Folk-Stories of the Sea with Notes upon Their Origin.* By WILBUR BASSETT. Chicago: Open Court Publishing Co., 1917. Pp. 132.
- English by Practice: Oral English and Written English.* Books I, II, III, IV. By JOSEPH T. GRIFFIN and FRANCES MORAFF. New York: Hinds, Hayden & Eldredge, 1914-15.
- Arlo.* By BERTHA and ERNEST COBB. With illustrations by CHARLES COPELAND. Boston: Riverdale Press (Brookline), 1915. Pp. 206.
A story to train in interpretative reading.
- Aldine Language Method.* Part III: *A Manual for Teachers Using Third Language Book.* By FRANK E. SPAULDING, CATHERINE T. BRYCE, and HUBER GRAY BEUHLER. New York: Newson & Co., 1917. Pp. 182.
- Language Lessons and Grammar.* Book I: *Language Lessons.* Book II: *Grammar Lessons.* By CHARLES A. McMURRY. Indianapolis: Bobbs-Merrill Co., 1916. Pp. 329.
- Every-Day Speller.* Books I, II, III, IV. By M. V. O'SHEA, FLORENCE HOLBROOK, and WILLIAM A. COOK. Indianapolis: Bobbs-Merrill Co., 1916, 1917.
- The Aldine Speller.* Parts I, II, III, IV. By CATHERINE T. BRYCE and FRANK J. SHERMAN. New York: Newson & Co., 1916.
- The Dutch Twins Primer.* By LUCY FITCH PERKINS. Illustrations by the author. Boston: Houghton Mifflin Co., 1917. Pp. 108.
- Effective Public Speaking.* By JOSEPH A. MOSHER. New York: Macmillan, 1917. Pp. 188. \$1.50.
"The essentials of extempore speaking and gesture."
- Quentin Durward.* By SIR WALTER SCOTT. Edited with an Introduction and Notes by MAX J. HERZBERG. New York: Charles E. Merrill Co., 1917. Pp. 764.
- The Yale Shakespeare. Much Ado about Nothing.* Edited by TUCKER BROOKE. New Haven: Yale University Press, 1917. Pp. 138.
Interleaved for notes.
- Wister's The Virginian.* Edited by JAMES F. HOSIC. New York: Macmillan, 1917. \$0.25.
- The Call of the Wild.* By JACK LONDON. Edited with Introduction and Notes by THEODORE C. MITCHILL. New York: Macmillan, 1917. Pp. 132. \$0.25.